



Pupil Premium Strategy Statement 2021 – 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Overview of the school	
Total number of pupils on roll	304
Total number of pupils eligible for PPG and PPG+	27
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Pupil Premium Lead	V. Wilson
Governor Lead	M. Banks
Statement authorised by	Curriculum and Inclusion Committee

Funding Overview	
Pupil premium funding allocation this academic year	£40866
Recovery premium funding allocation this academic year	£ 2030
Pupil premium funding carried forward from previous years	£0

Total budget for this academic year	£42896
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Part A: Pupil Premium Strategy Plan

Statement of Intent

At Blackrod Primary School, we aim for all our pupils, including our vulnerable/disadvantaged pupils to make good progress. We believe that with the right support and provision in place, all pupils can achieve their full potential and have a joy in learning and life.

We aim to:

- Remove barriers to learning which may be created by individual family circumstances including poverty.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged children.
- Ensure that all pupils are able to read fluently and with good comprehension to enable them to access our dynamic and engaging curriculum.
- Develop and embed basic numeracy skills.
- Ensure all pupils have strategies and support to help with their social, emotional, mental health and wellbeing.
- Ensure our pupils access a wide range of opportunities to develop their own 'Cultural Capital.'

In order to achieve our aims and overcome identified barriers to learning we will:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- Act early to intervene at the point of need is identified.
- Adopt a whole school approach in which staff take responsibility for pupils' outcomes and raise expectations.
- Ensure that appropriate provision is made for all pupils who belong to the vulnerable groups, this includes ensuring that the needs of disadvantaged children are adequately assessed and addressed.
- Ensure we hold regular 'Child Progress' meetings where clear targets are put in place for all children, including disadvantaged. This then feeds into Quality First Teaching, small groups and 1:1 sessions.
- Ensure we provide appropriate pastoral and well-being support for all children. This can include monitoring attendance, supporting vulnerable families and working with outside agencies of our most vulnerable pupils and their families.

Challenges This details the key challenges to achievement that we have identified among our disadvantaged pupils

1	Low phonic abilities and reading attainment influencing pupils' ability to access the dynamic and engaging curriculum in school. This has been identified by phonics assessments, reading
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	assessments, observations and discussion.
2	Pupils' foundations in basic maths skills have been disrupted. This has impacted pupils' abilities to build on weak foundations and transfer skills to reasoning and problem solving. This has been identified by maths assessments, observations and discussion.
3	All pupils need access to pastoral and wellbeing support. Some pupils and their families have difficulties with social, emotional, mental health and wellbeing. Vulnerable pupils and their families have been identified through discussion, observation and by external agencies.
4	Ensuring all pupils, including disadvantaged pupils have the ability to enrich their own individual 'Cultural Capital.' This includes access to clubs, trips, residential visits.

Intended Outcomes This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether they have been met

	Intended Outcome	Success Criteria
1	Increased phonics, reading and comprehension skills across school.	Children will reach individual reading targets. (expectation majority ARE) Children will pass phonics screening (expectation 90%+)
2	Increased Maths fluency and basic skills.	Children will reach individual Maths targets. (Expectation ARE) Closing the gap in areas of difficulty.
3	All pupils will be supported in their Mental Health and Wellbeing.	Pupils will have opportunities and support to promote Metal Health and wellbeing.
4	Pupil access a wide range of activities to improve their cultural capital and their life experiences.	Children will have accessed a number of cultural experiences during the school year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching: Budgeted cost £36,180

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Early reading and phonics training for all KS1 staff	Training and assessment cycle, phonics assessments/groupings	1	£5,000 Training, resources, advice, support from consultant in the form of development days.
Deployment of staff to teach bespoke phonics groups.	Training and assessment cycle, phonics assessments, groupings.	1	TA £13 x 3.3 hours x 5 staff x 39 weeks £8,365
Reciprocal Read training and implementation	Training and assessment cycle, weekly T&L	1	Training, implementation and resources.
Bespoke maths targeted teaching and acceleration. TA support/targeted groups within Maths sessions	Assessments prior to unit of work. Planned T&L sessions	2	£13 per hour x 5 hours each x 9 x 39 weeks staff = £22, 815 (TA support)

Targeted academic support: £10,933

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Reading and phonics grouping/acceleration groups: small groups and 1:1	CT timetable of support	1	£6337 CT role £13 x 2.5 x 5 x 39 weeks 40 mins x 5

Refresher training for all staff related to wellbeing Pastoral TA deployed to support vulnerable/disadvantaged children	Training dates Pastoral TA timetable	3	TA £13 4 mornings per week x 2 hours x 39 weeks £4056
Pastoral/SENCO support for attendance, patrol and MHWB	Early Helps, CPOMS,	3	£40 x 13.5 = £540

Wider strategies: £3638

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Additional cultural capital opportunities for all children; subsidised as necessary for children who are disadvantaged.	School events and Blackrod Hub events After school clubs	4	-
Fund music tuition for 1 children	SLA with Music Service	3, 4	£396
Part fund educational visits including residential visits	Manor House x 4 ch (take up)	4	£200
Increased outdoor curriculum opportunities/Forest School	Forest school timetables	3, 4	£13 x 6hours x 39 staff= £3042
Curriculum meetings for parents and carers with workshops related to supporting children at home with the curriculum with particular emphasis on Reading.	Dates scheduled on calendar of events.	1	-

Total budgeted cost: £ 50, 751

Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2020/21

Total number of pupils on roll	292
Total number of pupils eligible for PPG	27
Total number of pupils eligible for PPG+	2

Pupil Premium Strategy Outcomes This details the impact that our pupil premium activity had on pupils in the 2020 – 2021 academic year

Attainment of Pupil Premium Children

Year Group	Good Level of Development
Early Years	100%

Year Group	Reading	Writing	Maths	Combined Year 6
Year 2	67%	33%	100%	-
Year 6	100%	100%	50%	50%

Evaluation:

We have ensured that quality first teaching was available to all children, revising key skills in Maths and English. This has included offering all pupils isolating at home to receive quality first teaching and learning opportunities.

We have used termly assessment and child progress meetings to rigorously assess children and put appropriate support in place, including TA support and teacher support to boost attainment of Year 6 pupils. The Assistant Head teacher had the bespoke role of identifying pupils who had been impacted by the COVID pandemic and putting targeted support in place. Further support for wellbeing has been supported by the SENDCo, including opening Early Help forms and offering pastoral support to support vulnerable children/families in a structured capacity. All pupils have been given experiences to enhance their cultural capital in school and the development of the Blackrod Hub will allow further opportunities to develop this further in the future.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Read, Write, Inc	Read, Write, Inc (Ruth Mitskin)
Oxford Owl	Oxford Owl
PurpleMash	2simple
Rising Stars Reading Planet	Hodder and Stoughton Ltd
Calma Class	Relax Kids
NCTEM Schemes of work	NCTEM
White Rose Schemes of Work	White Rose